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ABSTRACT

Using questionnaires sent to deans or vice presidents of student personnel services at 15 southern California community colleges, to department chairpersons and/or division deans, and to student representatives, as well as copies of 1977-78 college catalogs and class schedules, this study tracked down and reviewed some of the stumbling blocks, inconveniences, unnecessary problems, and inadvertent insults colleges unwittingly placed in the paths of nontraditional students attempting to enroll. The study was divided into two parts. Part one dealt with preparation for registration in terms of how each of the nine colleges represent themselves in their catalogs and class schedules on such items as dates, certificate and degree programs, costs, financial aid, student services and activities, and codes of conduct. Part two treats registration organization and administration, covering the state of the art, importance, responsibility, calendar, priorities and appointments, and registration systems. Nine colleges responded to the various questionnaires: Palomar, Mira Costa, Los Angeles Harbor, Santa Monica, Rio Hondo, Los Angeles Valley, Los Angeles Southwest, Grossmont, and El Caminc colleges, representing ranges in size, philosophy, curriculum emphasis, ethnic distribution, and urban/suburban character. Problems with materials and procedures for each college are identified and discussed. (TR)

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THE EFFECTIVENESS OF BOTTOM-LINE SERVICES FOR TODAY'S STUDENT: A STUDY OF NINE COMMUNITY COLLEGES

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PREFACE

The fundamental question underlying this study is, do the bottom-line services offered by community colleges effectively and efficiently serve today's so-called non-traditional student? Or, do most colleges still function primarily in the service of the 18-year-old high school graduate bound for a baccalaureate degree?

Pearl G. Waterhouse expresses very real concern that colleges need to give priority to "improving and changing bottom-line services and programs" to meet the special needs of non-traditional students. She includes admissions procedures among these services. Waterhouse notes that the non-traditional student is "fast becoming the traditional student" and concludes that "[s]ervices ought to reflect that change."[1]

Speaking recently before a group of community college doctoral students, Dr. Jane Matson, Professor of Higher Education at Cal State Los Angeles, voiced sharp criticism of what community colleges are telling today's students in their publications--and of how they are saying it. Dr. Matson urged her audience to read their college's catalog from the point of view of the new, mature student.[2]

This study approaches the admonishments of Waterhouse and Matson directly. It does not dwell on who the non-traditional student is. Nor does it outline the specific needs of the non-traditional student. So many respected educators, including Waterhouse, K. Patricial Cross and Dorothy Knoell[3] have defined the contemporary community college clientel that it must be assumed they and their needs are known. Therefore, I have limited

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[1]Pearl G. Waterhouse, "What Is So Non-Traditional About The Non-Traditional Student," Community and Junior College Journal, Feb. 1978, p. 40

[2]Pepperdine University, April 29, 1978.

[3]Waterhouse, loc. cit.; K. Patricia Cross, Accent On Learning (San Francisco: Jossey-Bass, Publishers, 1976); Dorothy Knoell, Understanding Diverse Students (San Francisco: Jossey-Bass, Publishers, 1973).

my study to tracking down and pointing up some of the stumbling blocks, inconveniences, unnecessary problems and inadvertent insults the colleges have unwittingly placed in the path of the "non-traditional" student attempting to enroll. What do we do, what do we say and how do we do and say it?

The project was begun on March 2, 1978 with a request for assistance sent to Deans or Vice Presidents of Student Personnel Services at fifteen southern California community colleges with an enclosed two-page questionnaire (Appendix A). Shortly thereafter, a follow-up letter was sent with an addendum questionnaire (Appendix B), questionnaires for Department Chairpersons and/or Division Deans (Appendix C) and for Student Representatives (Appendix D) and a request for a copy of the 1977-1978 college catalog and class schedules.

By late March sufficient data had been received from nine colleges (Figure 1) to proceed with Part One, "Preparation for Registration." Almost miraculously, the nine colleges appeared to include as representative a range of size, philosophy, curriculum emphasis, ethnic distribution and urban/suburban character as could be hoped for in a limited study. Two other colleges did respond but with too little too late.

Fig. 1. Responding colleges.

Symbol	College	Respondents
PC	Palomar College	Registrar
MCC	Mira Costa College	Registrar Supervisor of Admissions & Records (1)
LAHC	Los Angeles Harbor College	Asst. Dean of Admissions Supervisor/Clerk - Admission/Records (1)
SMC	Santa Monica College	Dean, Admissions, Records & Research Supervisor - Admissions/Records (1)
RHC	Rio Hondo College	Vice President Student Affairs
LAVC	Los Angeles Valley College	Asst. Dean - Admissions/Guidance Coordinator - Admissions (1)
LASC	Los Angeles Southwest College	Asst. Dean - Educational Services
GC	Grossmont College	Director - Admissions & Records
ECC	El Camino College	Dean of Admissions & Records

(1) Interview by telephone during Spring Recess.

Prior to beginning Part Two, "Organization and Administration of Registration", a copy of completed Part One and a copy of the data compiled from the participants' responses to the questionnaires was mailed to each college for review. Several corrections and points of clarification were received and incorporated in the final draft.

Cooperation throughout the project was outstanding (Figure 2). Comments from many of the participants, both formal and informal, indicated clearly that those responsible for providing "bottom-line" services to students care very much what happens to students and that studies such as this one may be helpful in achieving desired change. One official did find

Fig. 2. Response to registration procedures questionnaires

	PC	MCC	LAHC	SMC	RHC	LAVC	LASC	GC	ECC
Registration procedures	X	X	X	X	X	X	X	X	X
Addendum: Registration procedures	X	X	X	X	X	NR	X	X	X
Addendum #2: Other concerns	X	X	X	X	NR	X	NR	NR	X

NR - No response

fault with my premise that the catalog and the schedule are the most important publications issued by a college and suggested that special program brochures and the application form take precedence. Three commented on the cost of including more information in the catalog.

While these concerns have validity, they do not address themselves to the issue underlying the study; namely, whatever the function of a particular college's catalog or schedule, be it a contract, workbook or recruiting showpiece, it should serve the needs of today's community college student--efficiently and effectively. And, an effective catalog or schedule need cost no more than a less effective one. On these points I offer some observations and suggestions at the conclusion of the study.

PART ONE: PREPARATION FOR REGISTRATION

To reinforce the basic concern of this study of nine community college catalogs and class schedules, that these publications may well need to be redesigned to better serve the new, non-traditional student, I have deviated from the accepted style of the standard research paper and presented my observations from the point of view of a ficticious non-traditional student, "Ms. Susie Coed," attempting to enroll in the Spring 1978 semester at Abraxus Community College. In every community college there are perhaps dozens of Ms. Coeds. For the purpose of this report, therefore, Susie Coed may be assumed to be, in essence, nine individuals, one at each of the nine participating colleges. As she searches through her catalog and her schedule for information she needs, her responses and reactions are reported as they might be observed for each of the Susie Coeds at each of the colleges in the study.

Ms Coed's history is presented below. Abraxus Community College may be considered a composite of the nine participating colleges.

MS. SUSIE COED

Ms. Susie Coed (female) is 28 years of age, almost 29 (average community college student). She married at 19, is now divorced, has two children aged 9 and 7 (homemaker). For a while after her husband deserted her, she was on welfare. Now she is employed as a cashier at one of the local branches of a national department store chain (underemployed), working long hours for low pay and barely making ends meet (low level income).

Susie attended a community college right out of high school--for one year. Her parents had wanted her to get a B.A. at the university, so she had enrolled in a basic transfer program. She might have majored in English if she had stuck with it, but she hadn't been too serious about college. When the weather was good she had gone surfing. That's where she met her husband-to-be, as a matter of fact--at the beach. She ended her second semester dropping the hard courses and getting mostly C's in the others.

She actually registered for the next Fall, but she didn't bother to go to class (drop-out). The baby was coming and she got married instead.

Ms. Coed has done a lot of thinking lately about her future. She knows there is something better for her children and herself. Friends have told her there is a demand for trained technicians at several of the nearby electronics plants, that the pay is good and there are opportunities for advancement. She has also been thinking about studying to be a secretary. She has heard that Abraxus College has good certificate programs in both fields.

Today, during her lunch hour, Ms. Susie Coed went to Abraxus College, to the Admissions Office, to inquire about registering for the Spring semester. A clerk at the window handed her a Spring 1978 Schedule of Classes and told her that just about everything she needed to know was in it. If she didn't know what courses to take, however, she should get a Catalog, too. One could be purchased at the Bookstore. The clerk noted that registration was starting in a couple of weeks, so if she wanted a registration appointment early enough to get the classes she was after, she should submit her application as soon as possible.

On her way to the Bookstore, Susie took stock of her situation. Here she was, 28 years old, the mother of two, daring to go back to college! Suddenly she experienced a feeling she hadn't expected to feel. She felt out-of-place--and scared. College is for kids, and she is not a kid anymore. As she walked, however, she began to notice the students around her. Many were about her age, some older. And, she remembered a man who must have been in his 50's asking for a class schedule in the Admissions Office.

After making her purchase (and feeling a twinge of guilt--her oldest needs some new socks!), Susie walked back to the parking lot thinking aloud. "It's got to be right. I've made a lot of mistakes in my life, but this can't be one of them. What other choice do I have? I can't get a better job unless I get some training; and I can't afford one of those private vocational schools advertised on TV. Tonight, when the kids are in bed, I'll study these things (the Catalog and the Schedule) and decide if I can go through with it."

It must be noted that Ms. Susie Coed, potential non-traditional student, is about to commit a non-traditional act. She is about to READ the Catalog! It must also be noted that she is typical of many re-entry women. She is frightened, uncertain and feeling guilt over the prospects of going back to school.

CATALOG AND SCHEDULE OF CLASSES

The catalogs of the representative colleges come in three basic sizes and shapes: 8½ by 11, horizontal or vertical; 8 inches square; and the pocketbook, paperback model, approximately 5½ by 8½, with newsprint pages. Cover designs range from one-color on white or colored stock (least costly) to full-color on costly paper. Layouts range from "low-bid" printer through personalized art department projects to Batten, Barton, Durstine & Osborn, Inc.

Ms. Coed remembers the catalog as being her contract with the college and the schedule as an expedient workbook. She turns to the 1977-1978 Catalog, published by the Governing Board of Abraxus College, and notes with interest the general appearance of this document she has purchased before beginning her review. Then she looks for important dates and the listing of Certificate Programs.

Dates and Certificate Programs

Palomar College

Nice cover. Needs a Table of Contents. Sub-headings hard to spot. Needs bolder type face throughout first sections. Calendar gives no dates for making application. Use of the term "Class Bulletin" in reference to published "Class Schedule" is confusing. Certificate Programs very clearly organized, but A.A. Degree requirements are not clearly defined. Oh well, Ms. Coed decides she probably doesn't need the degree anyway.

Three holes punched in the booklet is very practical. Susie will place it in her looseleaf binder.

Mira Costa College

Susie almost missed the Calendar on the inside back cover. No dates for making application. Attractive full-color cover.

More "white space" is needed for clarity between double columns. Course numbers for listings on the right appear to belong to listings on the left. Certificate Programs included among Course Descriptions are difficult to pick out. Ms. Coed wonders why they are not grouped under the section titled THE VOCATIONAL CERTIFICATE PROGRAM. She had a hard time finding the two she was interested in.

Los Angeles Harbor College

Handy pocketbook edition. Section titled OCCUPATIONAL PROGRAMS, comparing A.A. Degree and Occupational Certificate requirements, is particularly clear. Susie thinks maybe she could get the degree, too.

Los Angeles Harbor College - continued

The Calendar needs first date for filing application. Instruction Number One under ADMISSIONS REQUIREMENTS, PROCEDURES on page 26 sounds threatening to one who already feels insecure. Ms. Coed had only begun to think about going back to school two months before the opening of Spring semester. Now she fears she is too late to get any classes.

Santa Monica College

No calendar. Needs all important dates for the academic year. If she can't find them in the Schedule, Susie will have to call the college tomorrow.

Tasteful, professional appearance. Clear format. The art department is to be commended. The section of Majors leading to the A.A. Degree and/or Certificate is outstanding. Cover is imprinted with postal meter permit, ready for mailing.

Rio Hondo College

Calendar needs first date for filing application. Organization of Course Offerings and Certificate Programs is excellent, but course numbering system is confusing. Good outline of the cost of education at Rio Hondo, but statement on page 13 implies that the student body fee is mandatory. Susie begins to think about her lack of finances.

The appearance of this catalog is outstanding, inside and out; but the cost would be prohibitive for most colleges.

Los Angeles Valley College

Similar in format to Harbor's catalog. A workbook. Does its job effectively at low cost. One of the best Calendars: completely detailed. Clear definition of A.A. Degree and Certificate Programs. Susie finds everything she is looking for in this first review.

Los Angeles Southwest College

Unique four-semester Calendar. Susie notes some errors. At least they don't correspond with dates in the Schedule. Excellent use of "white space." A statement on page 46 under COST OF ATTENDANCE, a subject of vital interest to Ms. Coed, directs attention to "the following budgets," described as educational expenses. Susie can't find them.

Other good features include the section on Certificate and A.A. Degree Programs. Susie easily finds her two programs.

Grossmont College

Similar in format to Santa Monica's catalog. Tasteful, professional in appearance. The best Calendar of the group. A.A. Degree and Certificate Programs clearly defined. Delightful cover.

El Camino College

Similar to those of Harbor and Valley. An attractive workbook, rather than a showpiece. Beautiful aerial views of the campus. Cover imprinted with postal meter permit, ready for mailing. Some sections translated into Spanish. Location of A.A. Degree and Certificate Program information in Course Description section is confusing. Lacks certain clarity.

Having located the two certificate programs in which she is most interested and being satisfied that they should lead to the kind of employment she hopes one day to have, Susie turns to the Schedule of Classes to check for those missing dates. She must know ahead of time when to ask for time off and when to start changing her life around. Ah, here is a calendar (Figure 3).

Fig. 3. Composite calendar: Abraxus College Spring 1978.

	Application		Registration			1st
	1st	Last	Priority	Open	Late	Class
Palomar (1)	None	(2)	1/26-1/31	2/1-2/2	(2)	2/6
Mira Costa (1)	None	None	1/23-1/27	1/30-1/31	None	2/6
L.A. Harbor (1)	11/14	1/20	1/3-1/26	1/16-1/26	1/26	1/30
Santa Monica	None	(2)	12/15-1/13	1/16-2/3	2/3	2/14
Rio Hondo (1)	None	None	1/16-1/20	1/23-1/27	(3)	2/6
L.A. Valley	11/1	1/27	11/28-1/6	1/9-1/26	1/27	1/30
L.A. Southwest	11/7	1/13	1/3-1/6	1/9-1/27	None	1/31
Grossmont	11/1	1/11	1/24-1/26	(All)	1/31	1/30
El Camino (1)	11/1	12/22	1/13-1/25	(All)	None	1/30

(1) Calendar incomplete. Several dates located in registration instructions.
(2) Late application or late registration fee charged after 2nd week of classes (Palomar) and after Monday, January 23 (Santa Monica). Final late application and registration deadline for Santa Monica is Wednesday of 2nd week of classes.
(3) Late registration occurs 1st week of classes, 2/6-2/10.

Consistency is not the name of the game in the business of supplying dates, Susie decided. And someone should tell the designers of schedules that being able to READ them is important. When information you are seeking has to be located in different places in the booklet, it really can get confusing (Harbor). And it's no fun trying to read the tiniest of print in dim light (Harbor and Grossmont), especially when it's BLUE ink on newsprint (Harbor)! Susie wondered how that 50-year-old man was making out with his schedule. She hoped his bifocals were working.

Ms. Coed tore out the worksheet in the back of the schedule (Mira Costa, Rio Hondo, Southwest, Grossmont and El Camino), located the class offerings listed in the two programs she has selected and started to work out a schedule. What does this mean? Under HOUR it says 1315-1615 (Rio Hondo). Military time in a community college? Why? That will slow things down considerably!

In about an hour Ms. Susie Coed had worked out three schedules in different blocks of time. With the help of the "Guide to Using Schedule" (Rio Hondo and Southwest) it wasn't too difficult. She discovered that one of her preferred programs didn't offer much at night. If she chose that one, she would definitely have to attend morning classes. She glanced quickly again through the front of the Schedule and was pleased to note that rather complete instructions were printed on how to make application (Palomar, Southwest and Grossmont) and how to register (Mira Costa, Santa Monica, Rio Hondo, Valley, Grossmont and El Camino). She turned again to the catalog.

Cost of Education

Costs! What about the cost of going to college? Ms. Susie Coed thanks her lucky stars that she is a resident of the state. At least she won't have to pay the out-of-state tuition ($36-$45 per semester unit). There'll be books and supplies (Rio Hondo estimates $50-$75 per semester and Mira Costa suggests $150 per year), maybe a health fee ($1.50-$5.00 per semester), and maybe a parking fee ($3.00-$6.00 per semester). Some classes require a lab, or materials, fee and they range from $2.00 to $40.00 per class per semester! Of course, some colleges have no mandatory fees whatsoever (Harbor, Southwest and El Camino), but Abraxus isn't one of them.

Fees aren't everything, however. In addition, there will be gas to drive the extra distance to the college each day, not to mention tires and other things to keep the car running. There will be a sitter for the kids sometimes, no doubt. And, maybe she won't be able to hack working eight hours a day and attending college, too. Maybe she'll have to ask her boss to give her shorter hours. Nobody's estimate begins to cover the actual costs Susie Coed figures up in her mind. Maybe--just maybe--she can't AFFORD to go to college!

Financial Aids

Susie glances through the Catalog again. A page opens up. It is titled "Financial Aids." As she begins to read, her spirits rise. Why, there are all kinds of grants, loans and scholarships available! Or at least so it seems.

Palomar College

Statement is philosophical in nature. No clear outline of assistance available. Susie is directed to a Financial Aid Brochure. She wishes she had one.

The paragraph about the responsibility of parents to assist their sons and daughters with the expense of college seems to chastise the student--and the parent. She laughs. Didn't she read somewhere that the average age of a community college student is around 29 or 30? This sounds like something you would say to an 18-year-old.

Mira Costa College

Nothing much here. There are statements about financial aids, loans and grants, but they don't sound too encouraging. The list of scholarships is nice, but that doesn't help now. Maybe next year, if she gets through this semester.

Los Angeles Harbor College

Financial Aids is found under the heading THE COLLEGE. There are all kinds of grants and loans listed. It talks about individual counseling and "packaged" programs. And loans payable in ten years. There is not one word about parents! This is indeed encouraging. Susie makes a mental note: MAKE AN APPOINTMENT TOMORROW!

Santa Monica College

Three sentences are devoted to Financial Aids directing the student to the Student Handbook for information and to the Financial Aids Office for an application. Susie wonders if she is going to get much help here. She decides she had better call tomorrow for information.

Rio Hondo College

It looks like Susie may be eligible for help here. B.E.O.G., S.E.O.G., and N.D.S.I. The only trouble is, there is no mention of the amount of help available..

The calendar giving Financial Aids Deadlines seems to indicate that Susie has time to apply for Spring. Susie will make an appointment in the morning.

Los Angeles Valley College

Make application by May 1 of the preceding year? Make application at least 14 weeks in advance? Good heavens! What happens to people who are in financial trouble NOW? It doesn't really matter what kind of assistance is available. In fourteen weeks Susie will have given up.

Los Angeles Southwest College

It appears that this college is really set up to help people. A seven-page outline of grants, loans, shcolarships and workstudy--with who is eligible for what and what are the benefits. MAKE AN APPOINTMENT FIRST THING IN THE MORNING!

Grossmont College

There's a reference to parental responsibility! Well, its not quite so insulting as it could be. All important grants and loans seem to be available. Plus one or two more. Susie will definitely make an appointment.

El Camino College

They're all here, every one. And here's an Emergency Loan! If anyone ever needed an emergency loan to start college, it was Ms. Susie Coed! She will make an appointment FIRST THING IN THE MORNING!

Student Services

Now, if someone can only help Susie overcome this feeling of uneasiness that keeps recurring. There are SO MANY PROBLEMS associated with this idea of going back to school. What if there really aren't any jobs in the field she selects? What if she doesn't end up liking that kind of work? What if she gets sick, or one of the kids gets sick, and she has to drop out again after changing her life all around? Sometimes even now, without all this extra responsibility, things can look pretty bleak. Will anyone at Abraxus care? Or will it be the same old story as with her boss. "Shape up, Coed. There's always someone else who can fill your job!" Ms. Susie Coed turns to Student Services in the 1977-1978 Abraxus College Catalog.

Orientation

Only two of the colleges, Santa Monica and Los Angeles Valley, mention Orientation in the catalog.

Counseling

Counseling services are listed variously by the different colleges. Some stress academic, vocational and personal counseling (Palomar and Mira Costa). Los Angeles Harbor emphasizes Personal Development, and is the only one to do so. Counselors are assigned at Rio Hondo, and it is implied that counseling is required of new students prior to registration at Santa Monica. Minimal mention is made of counseling at Los Angeles Valley and Southwest and at Grossmont. El Camino stresses counseling in a very inviting way.

Career Planning and Job Placement

Palomar, Mira Costa, Rio Hondo and Los Angeles Southwest make no mention of Career Planning. Minor mention is made by Grossmont. Los Angeles Harbor and Valley and Santa Monica all stress their Career Planning programs. El Camino makes moderate mention of its program. Santa Monica is the only one of the colleges which does not indicate the availability of Job Placement services.

Health Services

Only emergency first aid is available at Mira Costa. A public health nurse is on duty at Los Angeles Southwest. El Camino provides a doctor and two public health nurses but notes that the service offered is supplemental to the family physician.

Palomar, Los Angeles Harbor and Valley, Grossmont and Santa Monica appear to offer moderately effective health services programs, with testing and referral noted. Rio Hondo's program includes, in addition to a wide range of services for physical illness, the availability of psychological testing and counseling.

Handicapped Services

Palomar, Mira Costa, Santa Monica, Rio Hondo and Grossmont appear to have extensive programs of service for handicapped students. Los Angeles Valley refers to "Rehabilitation Counseling Services". All other responding colleges appear to have moderately good programs and services for a wide range of physically handicapped students.

Women's Center

The only one of the colleges to mention a Women's Center under Student Services in the Catalog is El Camino College. Only two of the colleges refer to a Women's Center in the Schedule of Classes. Rio Hondo presents a 2/3-page announcement of a series of programs for women at numerous locations throughout the district and describes the activities which take place in the Campus Women's Center. Los Angeles Valley devotes a full page to courses aimed at women beginning or resuming their education or exploring new careers (that's our Susie!) and refers the reader to the S.-H.E. (She-He) Center for further information.

Other

Child Care or Child Development is offered at four of the colleges. Tutorial services and peer advising is mentioned by two. Los Angeles Harbor describes Personal Development and College Readiness programs. Consumer Education and Vocational Rehabilitation is described by Rio Hondo. Mira Costa and Grossmont offer "Project Ahead," which enables students to obtain credit towards a degree with courses taken while enlisted in the U.S. Army.

Encouraged by the number of services available of the kind she really needs, particularly the Career Planning and the Women's Center, Susie turned to Student Activities.

Student Activities

Hmm. They haven't changed much in eleven years. Student Government, clubs and organizations, athletics, the school newspaper, social and cultural programs. Here's one that's different. The Undefeated Club--for handicapped students (Palomar). Susie pondered the fact that having a student on campus with an obvious physical handicap had been a rarity when she was in college before. Yesterday, during the brief time she had been on campus she had seen literally dozens.

Ah, the Pep Squad! That brings back old memories. But right below it, a program titled VOICE, Volunteer Organized in Community Experience (El Camino). And, Junior Service Clubs (El Camino)! Like Rotary and Kiwanis? This is beginning to sound more like the maturity Susie would expect from the new, older student body. The 18-year-olds can have the Pep Squad. Susie will form a Junior League of Women Voters at Abraxus College!

Just before calling it a night, Susie Coed flipped one more page. Her eyes fell on the words, "Code of Conduct." SHE almost flipped!

Code of Conduct

Good grief! Just as she was beginning to think maybe the community college had matured along with its students, she is faced with this! Hasn't anyone figured out that half the student population is over 30 years of age?

Six of the colleges have substantial statements titled variously, "Code of Conduct," "Guidelines for Student Conduct," "Rules of Conduct," and "Standards of Student Conduct." Palomar and Mira Costa list twelve violations subject to disciplinary action. Los Angeles Harbor and Valley list eleven as laid down by the Governing Board of the Los Angeles Community College District. Los Angeles Southwest, however, lists only nine. Rio Hondo not only discusses "Rules of Conduct," but also "Code of Conduct at Conferences," "College Review Board," "Hazing," "Parking Regulations and Citations," "Student Court" and "Student Dress." All under Student Regulations and Requirements.

Of the three colleges which make little or no reference to student conduct and/or discipline, Santa Monica is totally silent on the subject. Grossmont prints no code or set of rules or discusses the subject other than to state a ban on secret clubs and societies and on hazing in accordance with Ed. Code and Board Policy.* The Ed. Code and Board Policy numbers are cited, and the notice is placed under Clubs and Organizations. One sentence appears in the El Camino catalog under the title "Student Conduct and Discipline," which directs the student to Ed. Code, Board Policy and "Student Conduct Regulations and Disciplinary Procedures," copies of which are available in the Student Government Office.

COMMENT

Clearly, all the colleges participating in this study provide many fine services for students and present them well in their catalogs and schedules. The nature of this study has been, however, to be critical of errors and omissions--even where it may be presumed that budget priorities have played a part in the omissions. More on this subject in "Observations and Conclusions".

It is fully understood that time does not stand still, that colleges are constantly evaluating their performance and certainly are planning for change. It is hoped that this study may serve as a wedge, if not a club, to assist Student Personnel Services administrators in implementing those changes designed in the interest of the non-traditional student; and that it may also, by providing a comparative review of what nine colleges tell prospective students, serve to provide ideas and assistance for those who are still in the planning stages.

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*A final check of the Grossmont College Spring 1978 Schedule of Classes revealed four pages of regulations "...of direct concern to each student." See page 25 of this report.

PART TWO: ORGANIZATION AND ADMINISTRATION OF REGISTRATION

Part Two of this study of bottom-line services at nine community colleges is concerned with registration, itself--the mechanics, the organization and administration of this institutional event. Questions which are considered include, who is responsible for registration? How many students go through registration? How much time does it take--institutional time and student time? What problems are experienced and what problems have been solved? And, just how effective is registration in doing the job it is supposed to do?

THE STATE OF THE ART

Getting students successfully through registration is a challenge for any college, and doing it in as short a time as possible is the goal of every administrator in charge of registration. The exchange of ideas, practices and problems is one very important vehicle by which improvements in registration procedures can come about. Such an exchange takes place each year at the Annual Meeting of the American Association of Collegiate Registrars and Admissions Officers and is reported in that body's official publication, College and University.

Concerns voiced by registration officials range from relatively simple matters, such as adding more cash registers at the fee payment station to relieve a bottleneck or giving early priority in registration to graduating students[1] or encouraging registration personnel to "be more courteous and helpful" to students,[2] to sharing experiences and giving advice on the implementation of major changes in registration procedures.

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[1] J. N. Williams and Ann McCutcheon, "Management of Registrar Activities in Community Colleges," College and University, Vol. 50, No. 4, 1975, p. 671.

[2] Russell Schuster, "Continuous Registration," College and University, Vol. 51, No. 4, 1976, p. 744.

A substantial degree of interest was exhibited during the three 1975-1977 meetings of the organization in continuous registration, a system of registration totally dependent on a sophisticated on-line computer-assisted registration and records-keeping system.[1] To judge from the number of papers presented in which on-line computer systems are a prerequisite for the innovations prescribed, it appears that on-line registration is now a standard ingredient in the state of the art rather than an expensive novelty.

On-line registration, in itself, does not solve all registration problems. Long lines, closed classes and waiting periods may still be unavoidable.[2] When employed in combination with continuous registration, registration by mail and registration by telephone, however, on-line systems go a long way towards eliminating the dreaded long lines[3] and the frantic "gearing-up" experienced several times annually by most colleges.[4] In fact, elimination of these two detested aspects of the traditional registration system is seen by at least one registrar as the most valid reason for involving a college in continuous registration.[5]

Continuous registration appears about to become the new zenith in the art of collegiate registration systems. While noting that it requires a sophisticated computer, Andrew Breckel, Registrar at Metropolitan State College in Denver, notes that continuous registration ". . .will probably become for many colleges the dominant style of registration."[6] And, Myron Mickey, Director of Admissions and Records, University of Alaska-Anchorage, foresees that, "whether we like it or not, it appears that continuous regi-

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[1]Myron Mickey, "Continuous Registration," College and University, Vol. 50, No. 4, 1975, p. 760.

[2]Anonymous, "Registration Changes," College and University, Vol. 51, No. 4, 1976, p. 742.

[3]Charles Erickson, "Continuous Registration," College and University, Vol. 51, No. 4, 1976, pp. 752-755.

[4]Jeffrey Johnson, "Continuous Registration," College and University, Vol. 51, No. 4, 1976, p. 748.

[5]Erickson, loc. cit.

[6]Andrew Breckel III, "Continuous Registration," College and University, Vol. 50, No. 4, 1975, p. 767.

stration is here to stay." He continues, "It is analagous to creeping inflation. It grows slowly and there is not much you can do about it. Before you know it, it engulfs your entire registration process and your entire system."[1]

Brouward College, Ft. Lauderdale, Florida,[2] and College of DuPage in Illinois[3] are among the community colleges which are currently engaged in continuous registration. Brouward is committed to the concept of service to students and sees continuous registration as providing better service.[4] DuPage frankly admits to a desire to "spread out" registration and to eliminate the long lines. DuPage registers continuously from mid-quarter to mid-quarter directly into the computer via terminal, registers by mail and registers continuing students by telephone.[5] Charles Erickson, Director of Registration at DuPage, sums up his college's feelings about continuous registration as follows:

> Registration at College of DuPage, like any other large institution on a quarter system, is a very complex and frustrating operation. Even though our enrollment is currently over 18,000 and expected to go to 30,000 or more, I believe that our registration system, being on-line and continuous, has not only permitted us to serve our students but to serve them well.[6]

IMPORTANCE OF REGISTRATION

The question was asked of student leaders and administrative personnel, "How important is registration . . . ?" (Appendixes C and D, question number 6). The eighty-three persons responding said it is vital--and said so in many different ways. The seventeen students spoke mainly of

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[1]Mickey, op. cit., p. 761.

[2]Malcolm M. Black and Robert Meinhold, "Registration Changes," College and University, Vol. 51, No. 4., 1976, pp. 744-745.

[3]Erickson, loc. cit. and "Continuous Registration," College and University, Vol. 50, No. 4, 1975, pp. 761-765.

[4]Black and Meinhold, op. cit., p. 744.

[5]Erickson, op. cit., Vol. 50, No. 4, pp. 762-763.

[6]Erickson, op. cit., Vol. 51, No. 4, p. 755.

the need to get the courses required to graduate; but two of them struck the heart of a concern often voiced by educators speaking on their behalf:

> "For the first semester student, it is extremely important. A good experience at registration is a positive start to a new school." (Grossmont College)
>
> " . . if students are properly informed on registration procedure the entrance into college is less traumatic." (Palomar College)

Such adjectives as "crucial," "prime," "extremely," and "terribly" were used by instructional and support service staff in their evaluation of the importance of registration. "As important as Tequila in a Marguerita!!" was the opening sentence of one financial aids director. He added, "I have empathetically experienced the frustration of many, especially non-traditional students [sic] when registration becomes difficult for them." Others reflected similar concerns.

> ". . Potential students may become frustrated and angry and decide it isn't worth the time. To the new adult student time is money . ."
>
> "If registration is too cumbersome, many students will just not bother to go through the process."
>
> "If students become frustrated while registering they might decide to 'forget the whole thing.'"

Some respondents chose to be practical in their evaluation of registration.

> "2%-5% increase or decrease in ADA."
>
> "You've got to get them in classes or there is nothing here!"
>
> "Without it we couldn't exist."
>
> ". . perhaps the most crucial contact of the community college with its community with major implications in the number of students enrolled and the programs they apply for."

It is significant to note that only one respondent had no comment to make on the importance of registration and that only two chose to use this opportunity to vent their own frustration over some recent unfortunate experience with registration.

RESPONSIBILITY FOR REGISTRATION

None of the colleges in the survey reported having used one of the critical path methods, such as PERT or LESS, in developing or revising their registration procedures. Palomar, Los Angeles Harbor and Santa Monica place

responsibility for planning the mechanics of registration on the shoulders of an active Registration Committee (Figure 4). El Camino, while noting that it does not presently have an active committee, credits the Dean and Assoc-

Fig. 4. Responsibility for registration.

	PC	MCC	LAHC	SMC	RHC	LAVC	LASC	GC	ECC
Committee?	Yes	No	(2)	Yes	No	No	No	No	(8)
Administrators	2		3	3					
Counselors	1			1					
Faculty	1		2	1					
Classified	8		1	1					
Students	1			1					
Total	13		6	7					
Others responsible?		(1)	(3)		(4)	(5)	(6)	(7)	(8)

(1) Director of Admissions and Records.
(2) Committee composition obtained by telephone from the Supervisor and Clerk of Admissions and Records during Spring Recess.
(3) Assistant Dean of Admissions and the Director of Data Processing.
(4) The staff in Admissions.
(5) The Assistant Dean of Admissions and the staff in Admissions.
(6) The Dean.
(7) Administrators.
(8) Committee is not active at this time - see text.

iate Dean of Admissions, in concert with the Calendar Committee, the Vice Presidents and Deans of the various instructional areas, Counseling and the Business Office with making most of the decisions about registration. The other colleges report procedures ranging from unilateral decisions by one person to decisions made by "the staff in Admissions."

From an administrator's point of view, it appears that the planners may take credit for fairly smooth registration operations. To the question, "From your perspective in the instructional program, how satisfactory are your college's present registration procedures?" (Appendix C, question number 1), none of the respondents among either staff or students found them to be totally unsatisfactory. Figure 5 provides a breakdown of responses among the other three choices from the administrative staff of the three colleges submitting ten or more responses.

Fig. 5. Staff satisfaction with registration procedures.

	PC (28)	RHC (11)	ECC (13)
Very satisfactory, few complaints	39.3%	36.4%	38.5%
Fairly satisfactory	35.7%	54.6%	15.4%
Needs revision, too many problems	25.0%	9.1%	30.8%
No response to the question	0.0%	0.0%	15.3%

Among the other colleges, the one response from Santa Monica rated registration as very satisfactory; the one from Los Angeles Harbor rated it fairly satisfactory as did the one from Los Angeles Southwest. Grossmont's six responses were distributed two, three and one from very satisfactory to needs revision; and Mira Costa's four respondents rated registration two, one and one among the three possibilities.

More specifically, in those areas contributing to the success or failure of the present registration systems (Appendix C, question number 2), Palomar's administrative personnel rated planning as "good" fourteen to five, the system as meeting changing needs eight to six and the institution's recognition of the importance of registration thriteen to three. Rio Hondo's respondents rated the same specific areas of concern six to one, four to one and five to one, respectively; and El Camino's respondents rated them seven to four, three to four and ten to zero, respectively.

CALENDAR

None of the nine colleges in the survey presently schedule course offerings more than one semester in advance. Six colleges indicate basic satisfaction with their time plan, although Rio Hondo notes plans to implement a "carry over" schedule at some future date to ease the "time crunch" on department chairpersons.

Grossmont, which states it presently schedules one-half semester in advance, finds the lead-time to be unsatisfactory and observes that this aspect of the registration calendar should occur one full semester in advance. Palomar, also not satisfied with the amount of advance scheduling time, wishes to schedule at least one year ahead, beginning Fall 1978. El Camino, which schedules two to three months in advance, is satisfied. Mira Costa has no immediate plans for changing scheduling time, but sees that "it could be better."

Hoped-for changes include Rio Hondo's desire to automate the schedule and Southwest's and Valley's expressed desire to go "on-line." Each of these changes would necessitate advancing scheduling one full year.[1]

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[1]Michael Staublarec, "Continuous Registration," College and University, Vol. 51, No. 4, 1976, p. 751.

Target dates for getting the Schedule into the hands of students for Fall 1977 and Spring and Summer 1978 are compared in Figure 6. Included, also, are the approximate number of days the Spring target date fell before the first day of Spring registration.

Fig. 6. Target dates for availability of Class Schedules.

	PC	MCC	LAHC	SMC	RHC	LAVC	LASC	GC	ECC
Schedule available									
For Fall 1977	8/15	8/10	8/15	June	7/3	7/8	8/1	7/1	6/1
For Spring 1978	12/20	12/1	12/15	Dec.	11/20	11/28	11/1	11/1	12/1
For Summer 1978	5/1	5/1	5/1	May	4/10	5/1	5/1	5/1	5/1
Days before Spring 1978 registration	37	53	19	15-0	57	0	64	85	44

Actually getting the printed schedule into the hands of students is not always so easy as is setting a target date. For some colleges, the fate of the publication rests in the hands of a low-bid printer. Palomar's experience of Spring 1978 is a case in point. After an unbelievable number of intolerable errors and inexcusable weeks of delay, the schedule finally was delivered on January 16, just ten days before the first day of registration and four weeks after the target date. Grossmont, on the other hand, has complete control over its publication dates. The Schedule is produced in the campus printing shop.

Of the nine colleges in the survey, Palomar is the only one to indicate a firm plan for changing the availability of the Schedule. If all goes well, and all other things are equal, the Spring 1979 Schedule will come off the presses on November 1, 1978, the Fall 1979 Schedule will be available May 1, 1979, and continuing students will register each preceding semester.

The number of days during which formal, on-site registration was scheduled for Spring 1978 by each of the nine colleges is charted in Figure 7.

Fig. 7. Formal days of registration, Spring 1978.

	PC	MCC	LAHC	SMC	RHC	LAVC	LASC	GC	ECC
Scheduled days									
Continuing students	4	3	16	13	(2)	15	4	(3)	4
New/Returning	(1)	2	8	15	5	0	0	(3)	5
Open registration	2	2	0	0	5	14	15	(3)	0
Total scheduled days	6	7	16	28	10	29	19	3	9

(1) Returning and transferring students register by priority with continuing students during first four days.
(2) Continuing students register by mail during December.
(3) Students receive an "appointment" on either a Notice of Admission or a Registration Priority Card. Respondent indicates "appointment by priority." No breakdown provided.

The range is between three days (Grossmont) and twenty-nine days (Los Angeles Valley). When the additional "late" registration days are added, the range for total days of registration is increased to from five days (Grossmont) to forty-four days (Santa Monica), as seen in Figure 8.

Fig. 8. "Late" and total registration days.

	PC	MCC	LAHC	SMC	RHC	LAVC	LASC	GC	ECC
Additional/Late	20(1)	0	8	16	5	1	0	2	4
Total days of registration	26	7	24	44	15	30	19	5	13

(1) "Open" registration continues in the Admissions Office through the fourth week of class.

Although not specifically stipulating a system of "continuous" registration, or even suggesting such a system as a possibility for the future, several of the colleges appear to be coming close to such a reality. Including "late" days, Valley's total of 30 days, at four days per week, covers a period of over seven weeks. Valley's major problem, the location of its Registration Center in the core of the Administration Building and the interference of the long registration lines with the normal activities of other administrative offices for so many weeks might possibly be ameliorated if registration were continuous instead of almost so and if registration by mail and telephone registration were implemented. An on-line system would, of course, be required.

Santa Monica's forty-four days represents almost nine weeks of registration. Inasmuch as Santa Monica already operates a successful on-line system, it appears to be only a matter of institutional commitment before continuous registration could become a fact at that college. And commitment is apparently what it takes, according to those who report their successes.[1]

PRIORITIES AND "APPOINTMENTS"

Priorities and registration appointments for Spring 1978 were handled in almost as many different ways as there are colleges in the survey. Palomar issued priorities on the basis of units completed to continuing, new and returning students for the first four days of registration. "Appointments" were issued on a first-come, first-served basis for "open" registra-

[1] Johnson, op. cit., pp. 748 and 750.

tion. Mira Costa issued priority numbers on a first-come, first-served basis to handicapped students, continuing students and new students, in that order. Los Angeles Harbor and Grossmont reported giving priority to continuing students but did not stipulate on what basis. Harbor also requires of the continuing student a signed confirmation that he or she plans to return.

Continuing students at Los Angeles Valley were registered according to Rotating Alpha Groups during the first fifteen days of registration. Continuing students at Rio Hondo were registered by mail during the month of December. New and returning students were registered by Rotating Alpha Groups beginning January 16 and "open" registration on a first-come, first-served basis began January 23. Both Santa Monica and El Camino report computing priorities on the basis of units completed plus GPA.

Mira Costa, Palomar, Harbor, Santa Monica and El Camino all report giving preferential registration to handicapped students. And, by Board Policy, El Camino gives first-day priority to athletes.

REGISTRATION SYSTEMS

Only two of the colleges, Mira Costa and Santa Monica, report fully on-line registration systems. Mira Costa, which registered approximately 6,000 students during the seven days of formal registration for Spring at a rate of between 60 and 70 students per half-hour, reports that registration was slowed considerably on campus because of inadequate facilities (two large practice rooms in the Music Building) and at the Solana Beach Center due to an inadequate number of terminals (had one, needed two).

Santa Monica registered approximately 20,400 during twenty-eight days of "formal" registration at a potential rate of between 800 and 900 students per half-hour. Santa Monica reports between seven and fifteen minutes per student--seven minutes if a satisfactory schedule has been prepared in advance.

Los Angeles Harbor, which registered 16,500 during sixteen "formal" registration days, is on-line at the campus but not to the District's central records office. This caused an overnight delay in the tallying of sections and a delay in the closing of classes. Harbor reports it took an average of one hour for a student to register but gave no estimate of the number of students registered per half-hour.

Palomar College and Los Angeles Valley report performing a manual section tally. Palomar registered approximately 9,000 students in its six-day "formal" period at a rate of between 100 and 150 per half-hour. It took the student approximately twenty minutes to register. Valley reports registering 22,446 during twenty-nine days of "formal" registration at a rate of between 50 and 75 students per half-hour, approximately one-half hour per student.

Los Angeles Southwest and, as noted above, Rio Hondo registered continuing students by mail. Rio Hondo plans to extend mail registration to returning students beginning Summer 1978. Rio Hondo reports registering 13,000 students by the end of "formal" registration. Southwest appears to have registered 7,000. Neither college indicated the number of students processed per half-hour, but both estimated that it takes a student one hour to register.

Grossmont gave a figure of 16,000 registered during its three formal registration days and suggested that the process took about thirty minutes. El Camino registered 27,695 during nine days of formal registration (!) at a rate of between 100 and 250 every fifteen minutes. El Camino characterizes its registration as an "arena type" in a very large gymnasium. The college is considering mail registration for continuing students and possibly for a limited number of new students, if the problem of prerequisites can be solved.

OBSERVATIONS AND CONCLUSIONS

The student is, indeed, changing. Ms. Susie Coed is a case in point. She certainly is not the same student she was a decade ago. Other non-traditional students could have been portrayed in this study, however: the returning alienated drop-out, stop-out or shove-out; the minority student; the academically unprepared; the physically handicapped; the veteran; the mature adult.[1] In proportion, fewer and fewer 18-year-olds are waiting at the local high schools for a leisurely visit with a recruiting officer to learn how to prepare for a baccalaureate degree. More and more persons of all ages are in a hurry to obtain training or retraining in an occupational program or to find a new direction in life. Like Ms. Coed, many dash in on their lunch hour or drop by after work or ask a friend to pick up a catalog and a schedule in the hope that the community college will supply their need. They do not need any more problems than they already have.

The wise college administrator tries to remove all possible obstacles and stumbling blocks from the path of students--particularly non-traditional students and particularly at registration.[2] The wise college administrator avoids talking down to the new student. And, the wise college administrator attempts to improve communication with the new student. The annual Catalog and the semesterly Schedule of Classes are two good places to begin to make important changes and improvements.

CATALOGS AND SCHEDULES

Participants in this study have noted that the catalog can not be all things to all people. It has been suggested that attempts to make it so would not only be an impossible task, it would be prohibitively costly.

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[1] Dorothy Knoell, Understanding Diverse Students (San Francisco: Jossey-Bass, Publishers, 1973).

[2] Lee Noel, "Admissions: An Obstacle Course," College and University, Vol. 50, No. 4, 1975, pp. 364-365.

Besides, it is suggested, the catalog is not exactly on the "Best Seller" list of publications.

I maintain that the catalog could be more popular and more effective than it is if it were designed to communicate with today's student. A good approach to follow towards improving communication would be to weed out what is not necessary. What must be spelled out? What could simply be referenced? Certainly, if El Camino can reference the Code of Conduct, others can do likewise. And, Valley's simplified "History of the College" and summarized "Community Services" statement found in the Schedule of Classes are at least as effective as are the longer versions in the Catalog. If something probably won't be read anyway, why should it occupy valuable space?

Organizing the catalog to enable the student to find pertinant information is a relatively simple matter. An informative Table of Contents and a good cross-referenced Index are necessities. A tentative, but complete, calendar is certainly better than no calendar at all--especially when students must make educational plans around a schedule of employment. Dates which are uncertain at time of publication can be starred with instructions to contact the Admissions Office or to secure a current Schedule of Classes for changes.

One of the most important sections of a catalog for today's student is that which describes student services. All services offered should be at least summarized. Instructions for obtaining additional information should be stated clearly--a telephone extension and the hours during which the information is available or an address to which to send for a brochure. Descriptions of services should be hopeful, helpful and positive in tone. While it is not necessary to spell out every detail in the catalog, what is said must give courage to the faint-hearted and frightened.

Today's students have a variety of educational goals. The requirements for obtaining those goals should be made abundantly clear. Elimination of confusing language and the separation of A.A. degree, transfer and occupational certificate programs from each other and from the course offerings are logical and essential. Information should be placed where it can be found easily and where the student might expect to find it. Appropriate headings and sub-headings at the top of the page will make the job of locating a particular item less difficult and may well serve to alert the student to the fact that there are other goals and avenues besides the one of immediate concern which might also be pursued.

The appearance of the catalog and ease of handling are important. If it looks dull, no one will want to read it. If it weighs too much, it will cost an arm and a leg to mail. If pages fall out, it is less than useless. On the other hand, if appropriate holes are punched along the spine, it can be carried conveniently in the student's loose leaf binder.

Ideally, the cover should reflect the character of the college. Good local talent, used wisely and under supervision, can serve to personalize the publication both inside and out. Clarity and consistency of presentation, selection of appropriate type size, style and weight, generous use of "white space" and appropriate quality photographs separate the effective publication from one which merely fulfills its obligation as a catalog. And, all these considerations will add measurably to the popularity of the book.

Monetary considerations are of particular importance today. Dozens of ways can be found to cut corners and save in catalog costs, including, of course, less-costly grades of paper and fewer colors on the cover. Going to super fine print, crowding the page or adopting linear lists instead of lists in vertical columns are not effective means of saving money. In the long run, it boils down to a question of "portion control." Non-essentials are eliminated and the available money is assigned where it will serve communication wisely and well.

Something appears to happen to students under the pressures of registration. One administrator recently admonished faculty advisors during a registration orientation meeting that even the smartest students suddenly lose their brains during registration. They can no longer read; they can't follow simple instructions; they make stupid mistakes; they become helpless. It stands to reason, therefore, that a great deal of thought must go into preparing a Schedule, at least as much thought as goes into preparing a Catalog, in order to make the publication a useful tool for students.

Some of the problems encountered with various schedules in this study included incomplete calendars, information scattered about in a disorganized manner, print that was too small and colored ink which could not be read easily. These problems can be corrected. What must be kept uppermost in mind is that the Schedule is intended to be an <u>expedient</u> workbook. Its primary function is to assist the student through the registration process.

Several of the colleges have assigned secondary functions to their Schedules. Mira Costa, Santa Monica, Rio Hondo and El Camino have provided current up-to-date information on new and/or interesting but little-known courses, programs and services. In some cases this information is in the form of "ads" inserted attractively throughout the pamphlet. In other cases, illustrated articles have been written for a section either at the beginning or the end of the booklet.

Grossmont has used its Schedule as an extension of the Catalog in two ways: an "Addendum to 1977-1978 Grossmont College Catalog" outlines course changes and additions consumated too late for inclusion in the annual publication; and, four pages of "Regulations" under the statement, "This information is of direct concern to each student," contains all the "do's and don'ts" associated with student behavior at Grossmont College which Ms. Coed did not find in the Catalog!

Two conclusions can be drawn. If the Catalog does not communicate in an acceptable manner to today's students, it will not be read. And, if the information provided in the Catalog and the Schedule is incomplete, confusing, misleading or difficult to find, the publications become obstacles in the path of students rather than effective tools and vehicles for communication.

REGISTRATION

"In order to get the student to stay," says Lee Noel, Vice President of American College Testing Program, "you have got to get them [sic] started right."[1] This is precisely the message delivered by staff and student respondents in my survey of nine community colleges.[2] Noel also observes that, in the coming decade or more of declining enrollments, "[r]ecruiting of graduates-to-be is more important than recruiting freshmen."[3] By this he means, of course, recruiting students to stay in college; and, in this sense, simple, friendly, error-free registering of students is effective recruiting of students.

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[1]Noel, loc. cit.

[2]See Page 15 of this report.

[3]Noel, loc. cit.

Making registration simple and error-free is relatively easy with on-line computer systems. Unfortunately, only two of the nine colleges in the study have gone on-line, and only one appears to have had real success with it. Long lines, limited periods of registration, priority systems which do not recognize a student's progress towards his or her goal and excessive chunks of time out of an already busy and complex life are frustrations all too many of the students in these colleges are experiencing. They are frustrations which most certainly will not encourage today's part-time student to stay in college. Neither will harried registration workers saddled with day and night registration chores nor the human errors caused by outdated procedures and fragmented services.

A commitment must be made to the computer, to a well-planned registration system and to people trained to operate the equipment. Only then can any of the nine participating colleges take the next logical step in the evolution of registration, implementation of continuous registration.

It would be nice to be able to note that those who have reported on successful continuous registration procedures have also reported that they are fun and easy and a great joy to administer. This can not be done, however.[1] As a matter of fact, there is almost an air of resignation in the tone of the reports, mixed, to be sure, with excitement over the enormous flexibility such systems offer.[2] They all stress service to students at the convenience of students. And that, in this era of high attrition, appears to be what it takes to recruit graduates-to-be.

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[1] Mickey, loc. cit.

[2] Breckel, op. cit., p. 765.

APPENDIX A

REGISTRATION PROCEDURES QUESTIONNAIRE

NAME _____ DATE _____
(Person completing questionnaire)

COLLEGE _____

A. Scheduling of course offerings

1. How far in advance do you schedule course offerings?
   One semester ____ One year ____ Other (specify) _____
2. Is this procedure satisfactory? Yes ____ No ____
3. If not, what change do you plan, and when will it be implemented?

B. Class schedules

1. On what approximate date are class schedules available to students?
   For Fall _____ For Spring _____ For Summer _____
2. How many supplements are issued?
   None ____ ONE only ____ 2-3 ____ As Needed ____ Other ____?
3. Are you planning to make changes in these procedures? Yes ____ No ____
4. If yes, what changes are planned?

C. Registration procedures

1. What procedure(s) do you presently use?

Walk-in, first-come, first-served	____	By mail for continuing students	____
Walk-in, appointment by priority	____	By mail for new students	____
On-line for all students	____	Manual tally of class sections	____
On-line for continuing students	____	Terminal tally of sections	____
On-line for new students and open registration	____	Other (specify)	

2. How many days are scheduled for on-site registration? ____
3. How many of these are teaching days? ____
4. What is the approximate average time needed by students to register?
   One hour ____ 30 minutes ____ 15 minutes ____ Other (specify) ____
5. How many students were registered under this procedure as follows?
   Fall 1977 _____ Spring 1978 _____
6. What is the estimated optimum number your procedure will handle? _____
7. Do you consider your procedure to be satisfactory at this time?
   Yes ____ No ____
8. If not, what changes do you anticipate making, and when?

APPENDIX A - continued

D. Priorities

1. Do you presently assign priorities for registration? Yes ___ No ___
2. If not, do you plan to do so in the foreseeable future? Yes ___ No ___
3. If yes, what are the priorities, and in what order?

Returning students by semester	___	Athletes, forensics, etc.	___
Returning students by units	___	Handicapped students	___
Returning students by G.P.A.	___	Other (specify)	___

E. Counseling and advising

1. How many counselors are available to students at registration? _____
2. Is a counselor's signature required to complete registration? _____
3. Does faculty advise students at registration? Yes ___ No ___
4. If yes, approximately how many faculty are available? _____
5. Is a faculty advisor's signature necessary to complete registration? _____
6. For what prupose is a signature of a counselor or advisor required?

Procedural check	___	Prerequisite check	___
Conflicts check	___	"Permission" check	___
Section number check	___	Other (specify)	___

7. Do you consider your counseling and advising procedures satisfactory?
   Yes ___ No ___
8. If not, what changes do you anticipate making, and when?

F. Cost of registration

1. How much was budgeted for 1977-1978 for registration in the following?

Classified overtime	_____	Certificated overtime	_____
Classified hourly	_____	Certificated hourly	_____
Student hourly	_____	Catalog, schedules and forms, etc.	_____
Equipment	_____	Other (specify)	_____
Postage, mailing	_____		

2. If you are planning to change your procedures, in which budget categories above would you anticipate a <u>decrease</u>?
3. In which budget categories would you anticipate an <u>increase</u>?
4. Would this represent an overal budget increase? ___ Or decrease? ___
5. If your 1977-1978 budget for registration represented a recently changed registration procedure, did it represent a substantial increase ___ or decrease ___ over budgets for prior registration procedures?

Thank you sincerely for your assistance in my study. Please feel free to comment on unique features of your registration system, any serious problems you might wish to share and/or any aspect of registration you consider important which was not covered in this questionnaire.

APPENDIX B

ADDENDUM: REGISTRATION PROCEDURES QUESTIONNAIRE

H. More procedures

1. Have you used one of the critical path methods, such as PERT or LESS, in developing and/or revising your registration system?

   No ___ Yes, to develop it ___ Yes, to revise it ___

2. If yes, which system have you employed? _____

3. Do you have an active Registration Committee? Yes ___ No ___

4. If not, who assumes responsibility for making procedural changes?

5. If yes, what is its membership? (Specify number) Administrators ___

   Counselors ___ Faculty ___ Classified ___ Students ___

I Registration problems

1. Under your present registration system, have you experienced a substantial number of the following problems?

Students registering for courses without completing required prerequisites?	Yes ___	No/Not any more ___
Students completing registration without paying required materials fees?	Yes ___	No/Not any more ___
Students registering for more than your specified maximum number of units?	Yes ___	No/Not any more ___
Students registering for the wrong course/class section in error?	Yes ___	No/Not any more ___
Students not completing registration in error?	Yes ___	No/Not any more ___
Data processing errors?	Yes ___	No/Not any more ___
Students waiting in excessively long lines?	Yes ___	No/Not any more ___
Other? (specify)		

2. If you have experienced many problems during recent registrations, to what do you attribute this fact?

   Under-budgeted ___ Under-equipped ___ Under-staffed ___

   Rapid enrollment increases ___ Out-dated system ___

   Lack of institutional support ___ Other _____

J. Institutional support

1. What is the response of faculty, administration and the Board to your present registration system?

   Few complaints ___ Many complaints ___ No expressed interest ___

   Helpful suggestions ___ They don't understand the problems ___

2. What are the expressed feelings of students regarding registration?

   Few legitimate complaints ___ Many complaints ___ Necessary evil ___

K. Statistics

1. What percentage of students who applied for admission actually registered?	Fall 1977 ___	Spring 1978 ___
2. What percentage of those who registered were continuing students?	Fall 1977 ___	Spring 1978 ___

APPENDIX C

REGISTRATION PROCEDURES QUESTIONNAIRE
for Department Chairpersons
and/or Division Deans

COLLEGE _____

POSITION OF PERSON COMPLETING QUESTIONNAIRE _____

1. From your perspective in the instructional program, how satisfactory are your college's present registration procedures?

   Very satisfactory, few complaints ___ Fairly satisfactory ___

   Needs revision, too many problems ___ Totally unsatisfactory ___

2. To what do you attribute the success/failure of the present registration system at your college? (check only those about which you have knowledge)

GOOD ATTRIBUTES		UNSATISFACTORY ATTRIBUTES	
Good counseling	___	Inadequate/incorrect counseling	___
Good planning	___	Poor planning/confusing to students	___
Adequate automation	___	Too much hand-operation	___
Short and sweet	___	Too time-consuming	___
Adequate budget	___	Under-budgeted	___
Well-equipped	___	Under-equipped	___
Well-staffed	___	Under-staffed	___
Meets changing needs	___	Out-dated	___
Few errors	___	Too many errors	___
Well worth the cost	___	Too costly	___
Recognized as important	___	Nobody really cares	___
Other:		Other:	

3. Is instructional staff involved in the actual registration process?

   No ___ Yes ___ If yes, in what capacity? _____

   Is this part of the contract? ___ Extra hourly? ___ Volunteer? ___

   Other (explain) _____

4. To your knowledge, what changes have been implemented recently in your registration procedures as a result of input from instructional personnel? (A negative response does not imply that no changes have been implemented)

   None ___ The following:

5. Are you aware of any planned changes in your registration procedures for Fall 1978? (A negative response does not imply that no changes are planned)

   No ___ Yes ___, and the planned changes include:

6. In your opinion, how important is registration in the life of the college?

APPENDIX D

REGISTRATION PROCEDURES QUESTIONNAIRE
for Student Representatives

COLLEGE _____

POSITION OF STUDENT COMPLETING QUESTIONNAIRE _____

1. From your position as a student leader, how satisfactory are your college's present registration procedures?

   Very satisfactory, few complaints ___ Fairly satisfactory ___
   Needs revision, too many problems ___ Totally unsatisfactory ___

2. To what do you attribute the success/failure of the present registration system at your college? (check only those about which you have knowledge)

GOOD ATTRIBUTES		UNSATISFACTORY ATTRIBUTES	
Good counseling	___	Inadequate/incorrect counseling	___
Good planning	___	Poor planning/confusing to student	___
Adequate automation	___	Too much hand operation	___
Short and sweet*	___	Too time consuming*	___
Well-equipped	___	Under-equipped	___
Well-staffed	___	Under-staffed	___
Meets changing needs	___	Out-dated	___
Few errors	___	Too many errors	___
Recognized as important	___	Nobody really cares	___

   *Approximately how long does the process take for the average student? _____

3. Are students involved in the actual process of registration?

   No ___ Yes ___ If yes, in what capacity? _____

   Paid hourly? ___ Unpaid volunteers? ___

4. To your knowledge, what changes have been implemented recently in your registration procedures as a result of input from students? (A negative response does not imply that no changes have been implemented)

   None ___ The following changes:

5. Are you aware of any planned changes in your college's registration procedures for the Fall 1978? (A negative response does not imply that no changes are planned)

   No ___ Yes ___, and they include:

6. How important is registration in the life of a student?

APPENDIX E

ADDENDUM #2: OTHER AREAS OF CONCERN COLLEGE_____

L. Orientation

1. Do you presently schedule an orientation program for new students?
   For Fall?_____ For Spring?_____
2. Please describe the program briefly.

M. Peer Advisors, Peer Tutors/Paraprofessionals

1. Do you employ peer advisors in any of the following services?
   a. Counseling_____ d. Handicapped_____
   b. Financial Aids/EOPS_____ e. Orientation_____
   c. Health Services_____ f. Other (specify)_____
2. Do you provide tutoring services? If yes, in what areas and by whom?
3. Do you employ paraprofessionals in any of the following services?
   a. Counseling_____ d. Handicapped_____
   b. Financial Aids/EOPS_____ e. Orientation_____
   c. Health Services_____ f. Other (specify)_____

O. Enrollment

1. What was your total enrollment at first census week, Spring 1978?
2. Does this number differ from the total number enrolled by formal procedures? (See chart page 7) If not, why not?

P. Open/Closed Classes

1. Please describe your procedure for informing students if classes are open or closed?
2. Does your section number board show "open" classes or "closed" classes?

Q. Facilities

1. Describe the facilities used for registration.
2. If these facilities are inadequate, describe:
   a. Need for changes.
   b. Plans for change.

R. Priorities

In preparing the questions on priorities, I forgot to ask about priorities for continuing students. If this information should be included, please describe.

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